DOCUMENT RESUME

ED 173 783 CG 013 650

AUTHOR Baenen, Nancy
TITLE Evaluation Design 1978-79: Education for Parenthood Project.
INSTITUTION Austin Independent School District, Tex. Office of Research and Evaluation.
SPONS AGENCY Department of Health, Education, and Welfare, Washington, D.C.
PUB DATE 30 Sep 78
NOTE 25p.

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Child Development; *Child Rearing; Day Care Programs; *High School Students; *Parenthood Education; Parent Role; *Program Design; Program Evaluation; Research Design; *School Community Programs; School Districts; *Secondary Education; Work Experience Programs
IDENTIFIERS *Texas (Austin)

ABSTRACT

This booklet provides a summary of purposes and goals of the Education for Parenthood Project, along with a summary of the evaluation services to be implemented in order to effectively make decisions about funding and possible project modifications. Decision questions are outlined, and information needs are elaborated. A method for disseminating the evaluation findings is outlined, and information sources are evaluated and analyzed. There is also a list of data to be collected in the schools during each quarter of the school year, and a chart of evaluation time resources allocation. The evaluation focuses on the effectiveness of the program in meeting the needs of three groups of students: student-parents, career education students, and students in general education for parenthood courses. (PJC)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

Eric

Research And Evaluation

ED173743

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Nancy Baenen

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

OFFICE
OF
RESEARCH AND EVALUATION

EG013650

austin independent school district

BOARD OF TRUSTEES

Gustavo L. Garcia, President

Reverend Marvin C. Griffin, Vice President

Jerry Nugent, Secretary

Will D. Davis

Winnie Gage

DeCourcy Kelley

M. K. Hage, Jr.

SUPERINTENDENT OF SCHOOLS

Dr. Jack L. Davidson

COORDINATOR, OFFICE OF RESEARCH AND EVALUATION

Dr. Freda M. Holley

JAN 1979
RECEIVED

EVALUATION DESIGN

1978-79

Education for Parenthood Project
September 30, 1978

Nancy Baenen
Evaluation Intern

Glynn Ligon
Senior Evaluator

Approved: Freda M. Holley
Freda M. Holley, Ph.D.,
Director of Research and Evaluation

Publication Number: 78.02

ACKNOWLEDGEMENT AND DISCLAIMER

The project presented and reported herein was performed pursuant to a grant from the Department of Health, Education, and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the Department and no official endorsement by the Department should be inferred.

PROGRAM STAFF

The Education for Parenthood Project is a joint project of the Austin Independent School District and Child Incorporated. The staff members listed below are responsible for major aspects of the implementation and administration of the Education for Parenthood Project. The Office of Research and Evaluation would also like to acknowledge the help of many other persons in the individual high schools and central administration not listed individually here, particularly the Home Economics teachers and principals. These staff members directly affect the implementation of the program, and have assisted ORE in the collection of evaluation information. Our office thanks you.

Kay Killough
Assistant Superintendent
Division of Instructional Services

Joe Vicars
Project Director

Billie Franke
Homemaking Coordinator

Candice Logue
Project Coordinator

James Strickland
Director, Child Inc.

Pauline White
Child Inc.

Anne Martin, Director
Johnston Infant Center

Donna Wilkes, Former Director
LBJ Infant Center

Estelle White, Current Director
LBJ Infant Center

Pauline Teague, Director
Manchaca Infant Center

Tina Jaurez, Coordinator
Kealing Teenage Parent Program

TABLE OF CONTENTS

Table of Contents iii

I. Evaluation Design Review Form 1

II. Narrative Summary
A. Program Summary 2
B. Evaluation Summary. 3

III. Decision Questions
A. Questions Addressed 4
B. Overview. 5

IV. Information Needs
A. Needs 8
B. Overview. 9

V. Dissemination 10

VI. Information Sources 11

VII. Data to be Collected in the School. 12

VIII. Evaluation Time Resources Allocation Summary. 13

I

EVALUATION DESIGN REVIEW FORM

The individuals listed below were provided an opportunity to review this design and provide input prior to publication of this design.

Lawrence Buford
Director of Secondary Education

Kay Killough
Assistant Superintendent,
Division of Instructional
Services

Joe Vicars
Project Director

Billie Franke
Homemaking Coordinator

Candice Logue
Project Coordinator

Ron Beauford
Principal, L.B.J. High School

Adan Salgado
Principal, Johnston High School

Tina Juarez
Coordinator of Teenage Parent Program

James Strickland
Executive Director, Child, Inc.

Pauline White
Child, Inc.

IIA

PROGRAM SUMMARY

The Education for Parenthood Project (EPP) is an innovative, cooperative program of the Austin Independent School District and Child, Inc., Austin's largest federally-funded, community-supported child care provider. The project draws upon the strengths of both agencies. AISD provides the services of Home Economics teachers and use of facilities, and Child, Inc. provides a large portion of the cost of child care facilities and the staff for the centers.

The growing concern of educators about the increased number and attrition of student-parents, and the lack of adequate services to meet their needs, led to the development of the Education for Parenthood Project.

The project is designed to provide both present and future parents with information about child care, child development, and the responsibilities of parenthood. It hopes to promote realistic expectations and responsible decision-making about parenthood. The program also prepares interested students for work in the child care field.

Parenthood education classes are available on all of the high school campuses through the Home Economics department. In addition, four infant development laboratory centers are located on or near high school campuses. During 1976-77 and 1977-78, infant centers were located at LBJ, Johnston, and Lanier High Schools, and the Kealing Learning Center. During 1978-79, infant centers will operate at LBJ, Johnston, Kealing, and Manchaca (near Travis). The infant development laboratory centers provide opportunities for:

- quality day care for the infants and toddlers of student-parents, enabling them to complete high school more easily,
- observations of young children by students in general Education for Parenthood courses, and
- direct experience with young children in a supervised work setting for interested career education students.

Thus, the project provides both classroom instruction and guided observation and work with young children.

Funding for the project is based on allocations from ESEA Title IV-C through the Texas Education Agency and from the Texas Department of Human Resources (DHR) through Child, Inc. The Title IV-C budgets have been: $142,379 for 1976-77; $133,719 for 1977-78; and $123,000 for 1978-79. The primary focus during 1976-77 was on successfully implementing the program. The project was revised and refined during 1977-78. During 1978-89, main emphases will be on disseminating information about the project, and securing continuation of funds for the project.

EVALUATION SUMMARY

During Phase I of the project, an assessment was made of project implementation and operation by Arbec, Inc., and independent evaluation firm. The AISD Office of Research and Evaluation agreed to provide evaluation services for the project during 1977-78, and will continue to do so during 1978-79. The information obtained will assist in decision-making by AISD, Child Inc., TEA, and other funding sources about the continued operation and impact of the project.

The evaluation will focus on the effectiveness of the program in meeting the needs of three groups of students: student-parents, career education students, and students in general education for parenthood courses. Some of the key issues which will be investigated during 1978-79 are:

- the achievement of the project process objectives;
- the knowledge of child care and development of the students served by the program (based on a test of such knowledge);
- the level of use of the infant centers;
- the degree to which students who visit the center more often learn more about child development and care (i.e., achieve higher scores on the test);
- the effectiveness of the program in helping student-parents stay in school and in reducing repeat child births (based on graduation, dropout, and child birth records); and
- the degree to which career education students are acquiring needed skills (through observations in the centers), and finding work in the child care field (through a survey).

The final evaluation findings will be available during July, 1979. They should be of value to those involved in decisions about funding and possible modifications of the project.

IIIA

DECISION QUESTIONS ADDRESSED

A. Accountability Question

D1. Should the Education for Parenthood Program be funded?

B. Program Question

D2. Does the Education for Parenthood Program need modification?

IIIB
DECISION QUESTIONS OVERVIEW

DECISION QUESTION	DATE TO BE DECIDED	DATE INFORMATION IS NEEDED	RELEVANT EVALUATION QUESTIONS AND OBJECTIVES	INFORMATION SOURCES
A. Accountability Questions D1. Should the Education for Parenthood Program be funded?	March, 1979 March, 1980	March-June, 1979	D1-1. What is the project's impact on students' knowledge of child development, care, and family living principles?	a) EPP Achievement Test b) STEP (as covariable)
			RELATED OUTCOME OBJECTIVES: III-5. Students enrolled in Education for Parenthood courses will score significantly higher on a test measuring knowledge of child development and care at the end of the courses that at the beginning.	a) EPP Achievement Test b) STEP (as covariable)
			III-6. Students enrolled in Education for Parenthood courses who visit the infant centers most often will score significantly higher on a test of child development knowledge given at the end of the courses than students who visit less often.	a) EPP Achievement Test b) STEP (as covariable)
			III-7. Student attitudes towards parenthood will change in the direction desired between the beginning and end of the courses.	a) EPP Achievement Test
		Summer, 1979	D1-2. How does the EPP test achievement of students who visit AISD affiliated centers compare to that of students who visit other community centers?	a) EPP Achievement Test b) STEP (as covariable)
			D1-3. What is the project's impact on student-parents': a) graduation rates b) drop out rates c) repeat child birth rates?	a) Center Records

IIIB
DECISION QUESTIONS OVERVIEW

DECISION QUESTION	DATE TO BE DECIDED	DATE INFORMATION IS NEEDED	RELEVANT EVALUATION QUESTIONS AND OBJECTIVES	INFORMATION SOURCES
			RELATED OUTCOME OBJECTIVES: III-8. Student-parents enrolled in the project during 1977-78 will have fewer children during 1978-79 than local and/or national statistics for a similar population	a) Center Records b) 1977-78 Evaluation Report c) Literature Review
			III-9. 75% of enrolled students will continue in school after giving birth.	
		March, 1979	D1-4. What is the project's impact on career education students': a) skill development b) securing of jobs after leaving high school?	a) Observations b) Employment Survey
			RELATED OUTCOME OBJECTIVE: III-10. 75% of the 1976-77 career education students actively seeking child careers will be able to find infant/child care employment after completing the program and leaving high school.	a) Employment Survey
		Summer, 1979	D1-5. How often do classes use the infant centers to observe and work with children?	a) Center Records
			D1-6. How much would it cost AISD to fund the Education for Parenthood Program?	a) Project Documentation
			D1-7. Have the process objectives for 1978-79 been achieved?	a) Project Documentation
			PROCESS OBJECTIVES: III-1. By June 30, 1979, project staff will secure financial support for each program component, OR will apply for financial support to at least two funding sources per project component.	a) Project Documentation

IIIB
DECISION QUESTIONS OVERVIEW

DECISION QUESTION	DATE TO BE DECIDED	DATE INFORMATION IS NEEDED	RELEVANT EVALUATION QUESTIONS AND OBJECTIVES	INFORMATION SOURCES
			III-2. By June 30, 1979, the project coordinator will prepare and submit to the Texas Education Agency, a comprehensive report on the implementation, refinement, and funding conversion of the project. This report will include documentation of key decisions, their effects, all evaluation documentation, and additional implementation information.	a) Project Documentation
			III-3. By June 30, 1979, the project coordinator will develop a planned, comprehensive program of public information to local, state, regional, and national publics. This information will create a public awareness of education for parenthood and of the AISD Education for Parenthood Project.	a) Project Documentation
			III-4. By June, 1978, the evaluation component of Phase III will have been completely implemented.	a) Project Documentation
B. Program Question D2. Does the Education for Parenthood Program need modification	Summer, 1979	Summer, 1979	D2-1. Same as evaluation question 1-1.	
			D2-2. Same as evaluation question 1-3.	
			D2-3. Same as evaluation question 1-4.	
			D2-4. Same as evaluation question 1-5.	
			D2-5. What other effects has the project had on student knowledge of child development and care? a) Do students who take more education for parenthood courses show higher scores on the EPP test? b) How does the achievement of male and female students in the classes compare? c) How does the test achievement of student-parents as a group compare to that of students in EPP classes?	a) EPP Test b) STEP (as covariable)

IVA

INFORMATION NEEDS

Interim Evaluation Report

I1. Do Child Development A students score higher on a test of child development and child care knowledge at the end of the course than they did at the beginning?

I2. Do students who visit the infant center more often show higher scores on a test of child development given at the end of Child Development A?

I3. Are students who were in career education classes in 1977-78 and have sought work in the child care field presently working in the field or studying child care?

I4. What statistics are available on a local and/or national level concerning the number of teenage mothers who have another child within a year of their first child? How do these figures compare to Education for Parenthood Figures for 1977-78?

Other Information Needs

I5. Do the perceptions of parenthood of male and female students differ?

I6. Do the perceptions of parenthood of high school students, college students, and parents differ?

IVB

INFORMATION NEEDS OVERVIEW

INFORMATION NEED	DATE INFORMATION NEEDED	INFORMATION SOURCE
I1. Do Child Development A students score higher on a test of child development and child care knowledge at the end of the course than they did at the beginning?	March, 1979	a) EPP Test
I2. Do students who visit the infant center more often show higher scores on a test of child development given at the end of Child Development A?	March, 1978	a) EPP Test b) STEP (as covariable) c) Center Records
I3. Are students who were in career education classes in 1977-78 and have sought work in the child care field presently working in the field or studying child care?	Summer, 1979	a) Employment Survey
I4. What statistics are available on a local and/or national level concerning the number of teenage mothers who have another child within a year of their first child? How do these figures compare to Education for Parenthood Figures for 1977-78?	Summer, 1979	a) Literature Review b) 1977-78 Evaluation Report
I5. Do the perceptions of parenthood of male and female students differ?	Summer, 1979	a) Campus Survey
I6. Do the perceptions of parenthood of high school students, college students and parents differ?	Summer, 1979	a) Campus Survey

V

DISSEMINATION

INFORMATION	DISSEMINATION FORMAT	DATE OF DISTRIBUTION	PERSONS RECEIVING
Evaluation Findings for 1977-78	Brochure	9-78	General Distribution: Teachers, Program Staff, Principals, Administrators, Public
Parenthood Survey Findings	Newsletter (Feedback)	11-78	General Distribution: AISD Staff
Evaluation Design 1978-79	Memo, Meetings	10-78	Project Staff Administrators
Mid-Year Findings	Interim Report	2-79	Project Staff Board TEA
Findings for the year	Final Report	7-79	Project Staff Board TEA AISD Library

VI

INFORMATION SOURCES

INFORMATION SOURCE	POPULATION	EVALUATION QUESTIONS REFERENCED	DATE COLLECTED	ANALYSIS TECHNQUES	REMARKS
1. EPP Test	Students in Education for Parenthood classes: CDA, CDB, PEL, HECE. All student-parents.	D1-1, D1-2, D2-1, D2-5 III-5, III-6, III-7, I1, I2	Sept.-April	Analysis of Variance, Analysis of Covariance, T Test, Distat. Will compare student performance on pre-post, male-female, parent-non-parent, amount of experience, and number of parenthood classes taken.	Will test Child Development A first quarter, Child Dev. B second quarter, PEL, and HECE at beginning and end of year.
2. STEP	Students who take EPP Test.	D1-1, D1-2, D2-5, III-5, III-6, I2	Spring, 1978	Analysis of covariance with EPP Test scores.	Should help control for variation in level of reading achievement.
3. Center Records	All student-parents in the project. All EPP Classes.	D1-3, D1-5, III-8, III-9	Sept.-April	Content coding and frequency distributions of data concerning use of infant centers, and number of student-parents who have graduated, dropped out, or had another child.	
4. Employment Survey	Students in child care career education courses in 1977-78.	D1-4, III-10, I3	Fall, 1978	Content coding and frequency distributions of current employment status.	
5. Project Documentation	Project process objectives	D1-6, D1-7, III-1, III-2, III-3, III-4	April, 1979	N/A	
6. 1977-78 Evaluation Report	1977-78 Results, Birth Statistics	III-8, I-4	Fall, 1978	Comparison Purposes	
7. Literature Review	Shcool-age Parent Birth Statistics	III-8, I-4	Fall, 1978	Comparison Purposes	
8. Campus Survey (1977-78)	Students in a sample of Health Classes	I-5, I-6	Spring, 1978	T Test Analysis of Variance	

VIII

DATA TO BE COLLECTED IN THE SCHOOLS

A. Students

Beginning and end of each quarter

1. Education for Parenthood (EPP) Test: the EPP Test is designed to measure student knowledge of child development, child care, and the responsibilities of parenthood. Students in Child Development A, Child Development B, Pre Employment Laboratory (PEL), and Home Economics Cooperative Education (HECE) will be given the test at the beginning and end of the courses. Test is largely self-administering (teachers will read a few instructions to the students), and requires one class period to complete.

Fall, 1978
Spring, 1978

2. Observations: Career education students (HECE and PEL) will be observed at the infant centers at the beginning and end of the school year to examine their level of child care skills development.

B. Teachers and Students

Fall, 1978

1. Employment Survey: Teachers will be asked for a list of the names and addresses of students in pre-employment classes in 1977-78. Former students will then be contacted by mail or telephone to determine their present employment status.

C. Other School Staff

1. Center Records: Infant center directors will be asked to report statistics on the number of student-parents who have graduated, dropped out, and had another child. In addition, center directors will post forms for students to sign in on to document visits to the centers.

VIII

EVALUATION TIME RESOURCES ALLOCATION

ACTIVITY	COORDINATOR	SENIOR EVALUATOR	EVALUATOR	DATA ANALYST	EVALUATION ASSISTANT	SECRETARY
A. Design	.50	.75	17			
B. Information Sources						
1. EPP Test		1	40			
2. STEP		.25	15			
3. Center Records		.50	20			
4. Employment Survey		.25	15			
5. Project Documentation		--	10			
6. 1977-78 Evaluation Report		--	6			
7. Literature Review		--	10			
8. Campus Survey (1977-78)		.50	15			
C. Interim Dissemination						
1. Findings for 1977-78-Brochure and Newsletter		.25	7			
2. Mid-year Findings-Interim Report	.50	.50	15			
D. Ad Hoc Analyses		.25	5			
E. Final Report	1	2	40			
F. Other Dissemination			5			
G. Administrative and other Indirect Time Costs	1	4	10			
H. Total	3	10.25	230			